

Microteaching Rubric				
Description	Skill Levels of Performance			Score
	Not Proficient	Developing	Proficient	
Introduction				
Motivational Effectiveness of Introduction	0-1 point	2 - 3 points	4 points	
	The introduction is purely factual with no appeal to relevance or social importance.	The introduction relates somewhat to the learners' interests and/or describes a compelling question or problem.	The introduction draws the reader into the lesson by relating to the learners' interests or goals and/or engagingly describing a compelling question or problem.	
Cognitive Effectiveness of the Introduction	0-1 point	2 - 3 points	4 points	
	The introduction doesn't prepare the learner for what is to come, or build on what the learner already knows.	The introduction makes some reference to learners' prior knowledge and previews to some extent what the lesson outcome is about.	The introduction builds on learners' prior knowledge and effectively prepares the learner by foreshadowing what the lesson outcome is about.	
Process (Steps or methods used to achieve the learning outcomes.)				
Clarity of Process	0-1 point	2 - 3 points	4 points	
	Process is not clearly stated. Learners would not know exactly what they were supposed to do just from reading this.	Some directions are given, but there is missing information. Learners might be confused.	Every step is clearly stated. Most learners would know exactly where they are at each step of the process and know what to do next.	
Scaffolding of Process	0-1 point	2 - 3 points	4 points	
	The process lacks strategies and organizational tools needed for learners to gain the knowledge needed to complete the learning outcome. AND Activities are of little significance to one another and/or to the accomplishment of the learning outcome.	Strategies and organizational tools embedded in the process are insufficient to ensure that all learners will gain the knowledge needed to complete the learning outcome. AND Some of the activities do not relate specifically to the accomplishment of the learning outcome.	The process provides learners coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the learning outcome. AND Activities are clearly related and designed to take the learners from basic knowledge to higher level thinking.	

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Richness of Process	0-1 point	2 - 3 points	4 points	
	Few steps, no separate roles assigned.	Some separate tasks or roles assigned. More complex activities required.	Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.	
Resources				
Relevance & Quantity of Resources	0-1 point	2 - 3 points	4 points	
	Resources provided are not sufficient for learners to accomplish the learning outcome. OR There are too many resources for learners to look at in a reasonable time.	There is some connection between the resources and the information needed for learners to accomplish the learning outcome. Some resources don't add anything new.	There is a clear and meaningful connection between all the resources and the information needed for learners to accomplish the learning outcome. Every resource carries its weight.	
Evaluation				
Clarity of Evaluation Criteria	0-1 point	2 - 3 points	4 points	
	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated.	
Comments:				
Total Score /28				